Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ Pd. \_\_\_\_\_\_

**Stories of the Vietnam War**

**The assignment**: You will work with a partner to create an assigned character, build that character’s story using real information through research, and present that story using words, images, and music by creating a digital story using the software PhotoStory.

In order to complete this project, you must complete the following:

* Research based on the informational needs or background of your character (See Research Note Taking/Citations)
* Collect a variety of sources including a newspaper article, two database resources, and two sources of your choice. (See Vietnam Narrative Checklist)
* Create a narrative script in first person using a storyboard template (See Storyboard.pdf) Please note that this script should include the Six Elements for Creating a Digital Historical Narrative
* Complete a peer review of another partnership’s script (and have at least one review of your own script) using this link: <https://docs.google.com/spreadsheet/viewform?fromEmail=true&formkey=dEJOdWNxdHUtNE1SdmszYmhPcV93OXc6MQ>
* Create a digital narrative using PhotoStory. This must include:
  + A minimum of 4 minutes in length
  + A minimum of 6 images that relate to the story being told
  + A voiceover track that tells the story of your character’s experience in the Vietnam War era
  + A soundtrack that includes one or more songs that help tell the story or create the mood of the story

**Your final product will be graded using the following rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Script | Script brought on due date. Student shares with peer and extensively edits based on peer feedback. | Script brought on due date. Student shares with peer and peer makes edits. | Script feedback and/or edits for peer, but own script was not ready for editing. | Script not ready for editing and did not participate in reviewing draft of peer. |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |
| Oral Presentation | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. |
| Ideas/Research Questions | Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research. | Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research. | Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research. | Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research. |
| Delegation of Responsibility | Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed. | Each student in the group can clearly explain what information s/he is responsible for locating. | Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating. | One or more students in the group cannot clearly explain what information they are responsible for locating. |
| Plan for Organizing Information | Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings. | Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan. | Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan. | Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan. |
| Quality of Sources | Researchers independently locate reliable, interesting information sources for EACH of their ideas or questions. | Researchers independently locate reliable information sources for EACH of their ideas or questions. | Researchers, with some adult help, locate reliable information sources for EACH of their ideas or questions. | Researchers, with extensive adult help, locate reliable information sources for EACH of their ideas or questions. |
| Group Timeline | Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g.,planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline. | Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline. | Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline. | Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline. |
| Voice - Consistency | Voice quality is clear and consistently audible throughout the presentation. | Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. | Voice quality is clear and consistently audible through some (70-84%)of the presentation. | Voice quality needs more attention. |
| Voice – Pacing | The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story. | Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. | Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged. | No attempt to match the pace of the storytelling to the story line or the audience. |
| Soundtrack – Emotion | Music stirs a rich emotional response that matches the story line well. | Music stirs a rich emotional response that somewhat matches the story line. | Music is ok, and not distracting, but it does not add much to the story. | Music is distracting, inappropriate, OR was not used. |
| Images | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. | Little or no attempt to use images to create an appropriate atmosphere/tone. |
| Point of View – Purpose | Establishes a purpose early on and maintains a clear focus throughout. | Establishes a purpose early on and maintains focus for most of the presentation. | There are a few lapses in focus, but the purpose is fairly clear. | It is difficult to figure out the purpose of the presentation. |
| Duration of Presentation | Length of presentation was a minimum of 4 minutes. | Length of presentation was a between 3 and 4 minutes long. | Length of presentation was less than 3 minutes. | Presentation was less than 2 minutes long. |
| Economy | The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long. | The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections. | The story seems to need more editing. It is noticeably too long or too short in more than one section. | The story needs extensive editing. It is too long or too short to be interesting. |